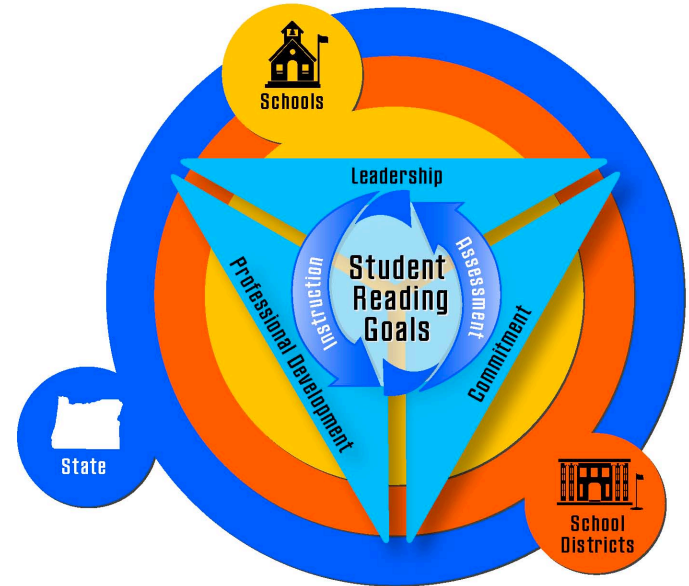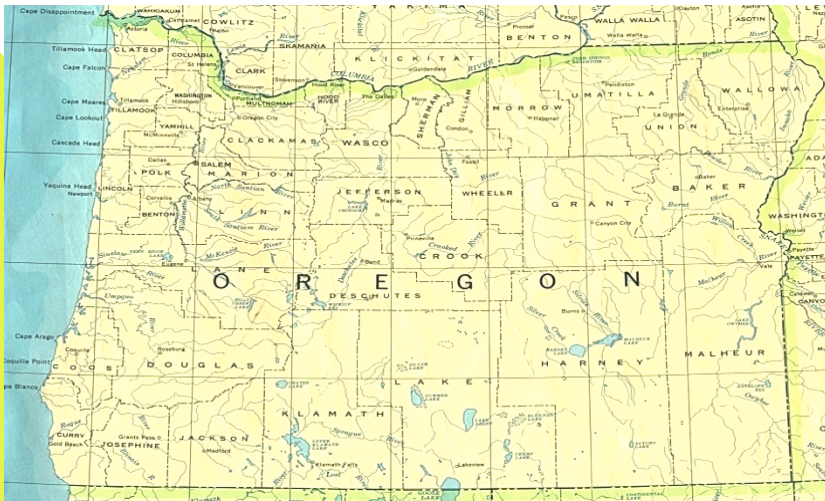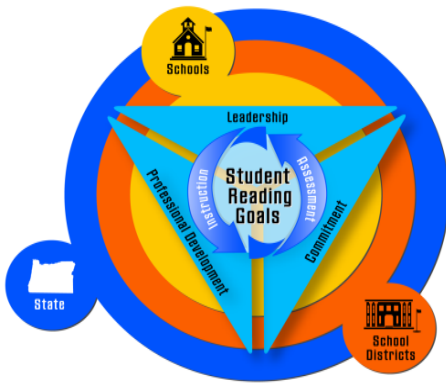# HOW THE OREGON K-12 LITERACY FRAMEWORK CAN SUPPORT THE EDUCATION OF ENGLISH LANGUAGE LEARNERS

Erin Chaparro, Ph.D.
echaparr@uoregon.edu
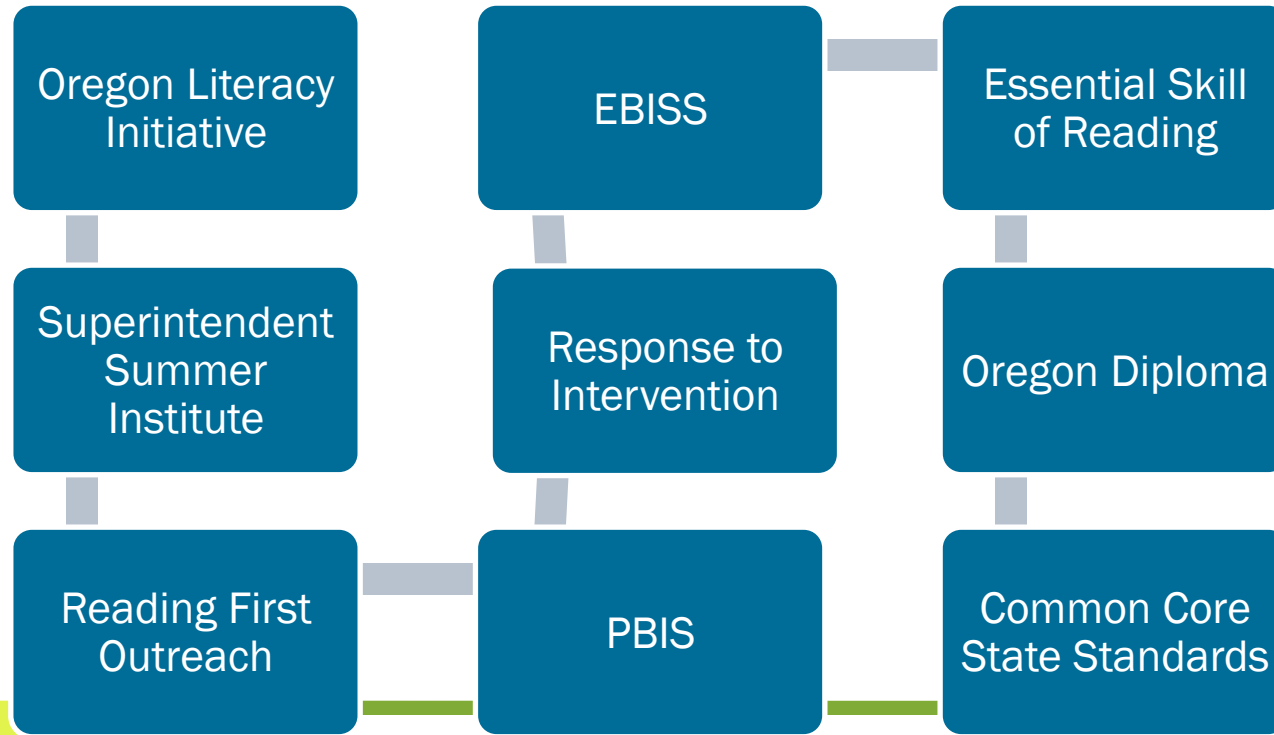@EBISSErin on Twitter

WHAT IS THE OREGON K-12 LITERACY FRAMEWORK?

Student Reading Goals

Leadership
Assessment
Commitment
Professional Development
Instruction

Schools
State
School Districts

2

The Oregon K-12 Literacy Framework

…is a blueprint…adopted by the State Board…for what schools in Oregon can do to help students develop the essential skill of reading.

The **Literacy Framework** is aligned to recent and current Oregon initiatives that improve reading.

Oregon Literacy Initiative

Superintendent Summer Institute

Reading First Outreach

EBISS

Response to Intervention

PBIS

Essential Skill of Reading

Oregon Diploma

Common Core State Standards

Oregon Literacy Framework

Oregon Department of Education

All students read at grade level or above as soon as possible after entering school.

All students continue to advance in grade-level reading skills each year across the instructional areas in grades 4-12.
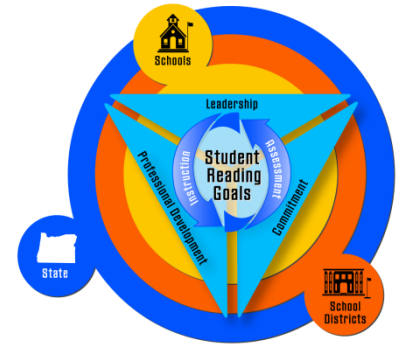
All students reading below grade-level receive the strongest reading instruction and interventions possible to help them read at grade level.

OBJECTIVES OF THE FRAMEWORK

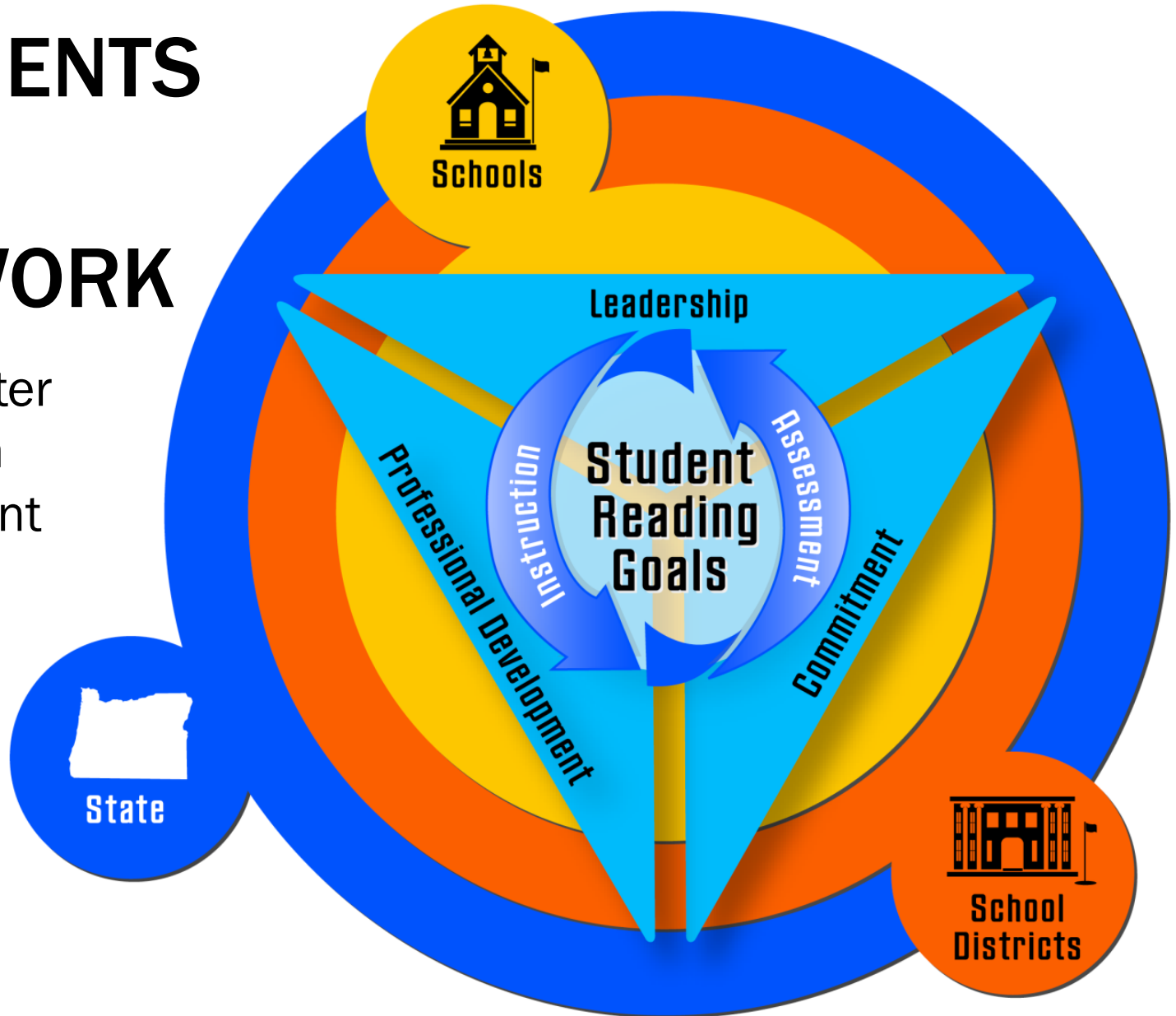# HTTP://OREGONLITERACYPD.UOREGON.EDU/

The primary question…

Is the system of instruction and support in our district/school meeting the needs of all of the students?

SIX COMPONENTS OF THE FRAMEWORK

One Chapter for Each Component

Institute of Education Sciences
Elementary Grade English Learners Practice Guide

Recommendation 1
Screen for Reading Problems and Monitor Practice

Level of Evidence: Strong

Professional Development
for the Oregon K-12 Literacy Framework

Goals | **Assessment** | **Instruction** | **Leadership** | **Professional Development** | **Commitment**

Home » Assessment » Use Different Types of Assessment to Monitor Progress and Inform Instruction » Administer Screening Assessments to All Students

Administer Screening Assessments to All Students

Key Concepts

1. **Screening assessments promote a proactive rather than reactive approach to meeting students' needs.**

   - Incorporate English Learners into your school's comprehensive, systematic and formative assessment system

   - Screening students for potential reading problems is just as important for older readers as it is for younger readers

2. **Use universal screening for different purposes.**

   - Take into account additional issues for ELs when using universal screening

3. **Use quality literacy screening tools with useful characteristics.**

   - Ensure that your screening measures are valid and reliable for English Learners

Professional Development Presentation

Click to play presentation.

Part 1 (13:25)

Part 2 (21:04)

As your school begins to develop a plan to improve literacy, you will want to identify the present skills and needs of your students. This presentation can be used as a first step to gain understanding of the purpose of screening assessments, which critical skills to assess, when to assess them and how to select the tools to fit your school's plan.

In planning your school's assessment administration, view this presentation to hear logistical considerations and practical

Apply the Concepts

Practice Activities

These practice activities are designed for group or individual study.

1. Universal Screening Discussion

2. The Importance of Oral Language Development and Screening

3. Current Screening Practices (Listed as Activity #1 in Presentation 2)

4. Choosing a General Approach

5. Making Screening Decisions About Students

Resources

These resources provide a more in-depth look at the topic.

1. Approaches and Considerations for Collecting Schoolwide Screening Data

2. Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

Links

These links provide access to outside resources on this topic.

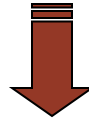**1. Doing What Works: Response to**

Includes Students From:

- Elementary School

- English Learners who speak any language

Research to Support the Recommendation

> # Measures Valid for Students in K-1

- Measures of phonological awareness

- Measures of familiarity with the alphabet and the alphabetic principle

- Measures of reading single words and knowledge of basic phonics rules

11

Research to Support the Recommendation

> Measures Valid for Students in 2-5

- Oral reading fluency for both screening and progress monitoring

12

How to Carry Out the Recommendation

1. **Districts should establish procedures for - and provide training for - schools to screen English learners for reading problems. The same measures and assessment approaches can be used with English learners and native English speakers.**

14

2. **Depending on resources, districts should consider collecting progress monitoring data more than three times a year for English learners at risk for reading problems. The severity of the problem should indicate how often progress is monitored - bi-weekly for students at high risk of reading problems.**

15

3.   **Data from screening and progress monitoring assessments should be used to make decisions about the instructional support English learners need to learn to read.**

4. **Schools with performance benchmarks in reading in the early grades can use the same standards for English learners and make adjustments in instruction when progress is insufficient.**

✧ **It is the opinion of the panel that schools should not consider below-grade-level performance in reading "as normal" or something that will resolve itself when oral language proficiency in English improves.**

17

5. **Provide training on how teachers are to use formative assessment data to guide instruction.**

18

Steps for Carrying Out the Recommendation

1.	Establish procedures and training for schools to screen English learners for reading problems.	✓
2.	Consider collecting progress monitoring data more than three times a year for English learners at risk for reading problems.	✓
3.	Use reading screening and progress monitoring data to make decisions about instructional support English learners need to learn to read.	✓
4.	Use the same reading performance benchmarks for English learners as for other students and make adjustments in instruction when performance is insufficient.	✓
5.	Provide training on how teachers are to use formative assessment data to guide instruction.	✓

19

Other Considerations

- "There is no evidence to support the position that early reading problems experienced by English learners will resolve themselves once oral language skills in English are established" (p. 12).

Other Considerations

- "**Formative early reading assessments in English are valid for English learners**" (p. 13)

21

Institute of Education Sciences
Elementary Grade English Learners Practice Guide

Recommendation 2
Provide Intensive Small-Group Reading Interventions

Level of Evidence: *Strong*

Intervention Programs That Work

Intervention Reports
What Works Clearinghouse Website

- Enhanced Proactive Reading

- Read Well

- SRA Reading Mastery/SRA Corrective Reading

23

Research to Support the Recommendation

Effective Intervention Programs

- Potentially positive effects
- Lasting effects on reading performance

24

How to Carry Out the Recommendation

25

1. **Use an intervention program with students who enter the first grade with weak reading and prereading skills, or with older elementary students with reading problems.**

University of Oregon • College of Education • Center on Teaching and Learning

2. **Ensure that the program is implemented daily for at least 30 minutes in small, homogeneous groups of three to six students.**

27

3. **Provide training and ongoing support for the teachers and interventionists (reading coaches, Title I personnel, or paraeducators) who provide the small-group instruction.**

4. Training for teachers and other school personnel who provide small-group interventions should also focus on how to delivery instruction effectively, independent of the particular program emphasized. It is important that this training include the use of the specific materials the teachers will use during the school year. The training should also explicitly emphasize that these instructional techniques can be used in other programs and across other subject areas.

29

Steps for Carrying Out the Recommendation

1.	Use an intervention program with students who enter first grade with weak reading and prereading skills, or with older students with reading problems.	✔
2.	Ensure that the program is implemented daily for at least 30 minutes in small, homogeneous groups of three to six students.	✔
3.	Provide training and ongoing support for the teachers and interventionists (reading coaches, Title I personnel, or paraeducators) who provide the small-group instruction.	✔
4.	Program training should focus on how to deliver instruction effectively, independent of the particular program. Emphasize that effective instructional techniques can be used in other programs and across other subject areas.	✔

30

Other Considerations

- "**Although students will miss some instruction in other areas while they are receiving additional small-group reading instruction, learning to read is critical to all other learning demands**"(p. 15).
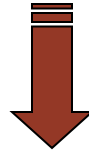
31

Recommendation 3
Provide Extensive and Varied Vocabulary Instruction

Level of Evidence: *Strong*

Research to Support the Recommendation

Effects of Vocabulary Instruction:

- ELL vocabulary studies…

- All converge in showing that **explicit and intensive vocabulary instruction improves comprehension.**

33

How to Carry Out the Recommendation

34

1. **Adopt an evidence-based approach to vocabulary instruction.**

2. **Develop districtwide lists of essential words for vocabulary. These words should be drawn from the core reading program and from the textbooks used in key content areas, such as science and history.**

36

3.   **Vocabulary instruction for English learners should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum.**

Steps for Carrying Out the Recommendation

1.	Adopt an evidence-based approach to vocabulary instruction.	✔
2.	Develop districtwide lists of words for vocabulary instruction. These words should be drawn from the core reading program and from textbooks used in key content areas, such as science and history.	✔
3.	Vocabulary instruction should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the curriculum.	✔

38

Other Considerations

- "Caveat: For teachers to help English learners develop vocabulary knowledge by making connections to a student's primary language, teachers need some knowledge of the primary language" (p. 22).

39

Recommendation 4
Develop Academic English
Level of Evidence: *Low*

Academic Language

Key Concepts

1. Oral language development promotes vocabulary development and comprehension.

2. The definition of academic language is complex.

3. Discussing familiar topics helps students develop accurate use of grammar and syntax.

4. Explicit instruction on how to use comprehension strategies effectively is necessary to support ELs comprehension and academic language.

5. Using sentence frameworks helps support ELs language development.

6. Acquiring English language proficiency depends on curriculum and instruction.

Professional Development Presentation

Click to download presentation.
Academic Language (PPT)

Academic Language (PDF)

Although the definitions of academic language vary in their complexity and scope, researchers and practitioners alike agree that all students, not just English Learners, need explicit instruction focused on the academic language used in the classroom in order to be successful in school and beyond. The purpose of this

Apply the Concepts

Practice Activities

These practice activities are designed for group or individual study.

1. Lesson Reflection Tools

2. Identifying the Characteristics of Academic Language

3. Narrative Versus Expository Text
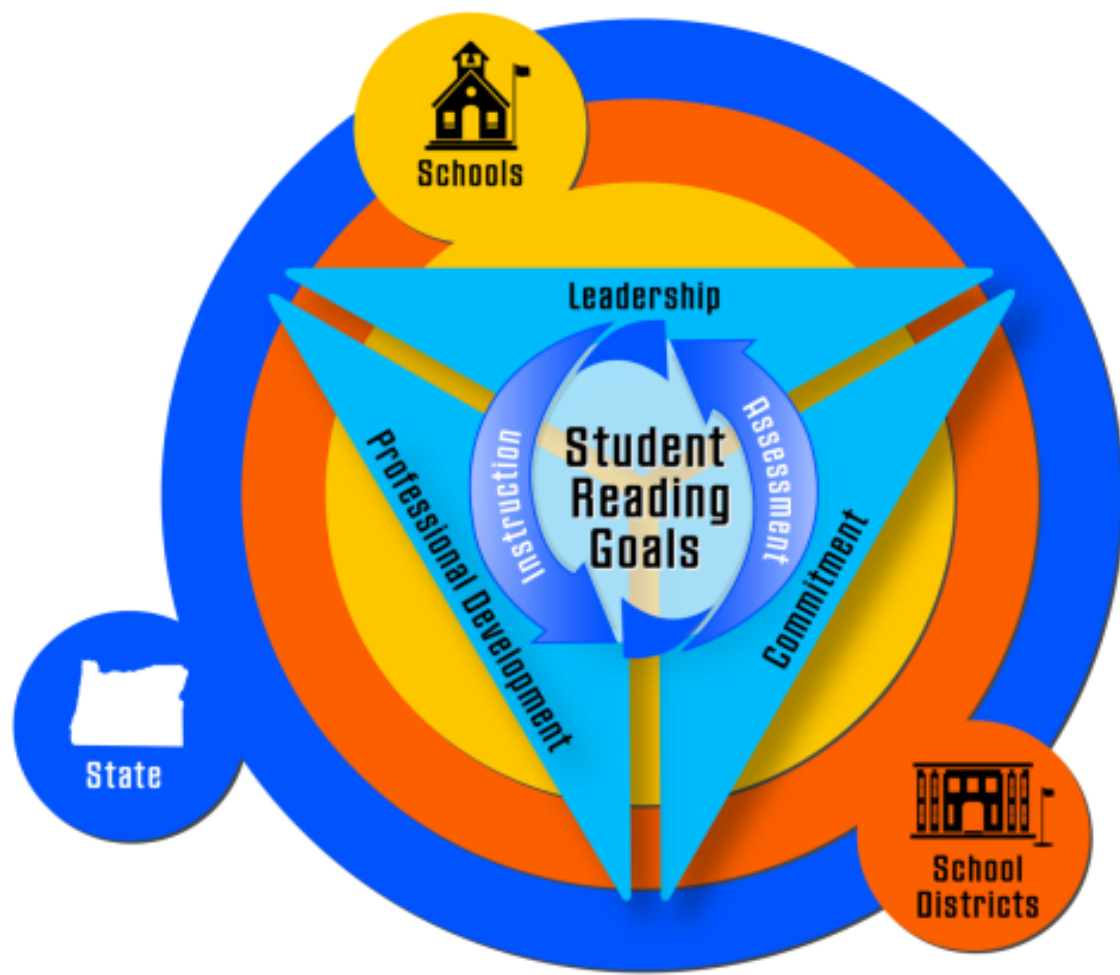
4. Classroom Applications of Academic English

Resources

These resources provide a more in-depth look at the topic.

1. AccELLerate Summer 2008

2. Structured and Accountable Classroom Language Use Across the Curricula: A Key to Narrowing the K-12 Verbal Gap

3. What is Academic Language?

4. IES Practice Guide – Recommendation 4: Academic English

41

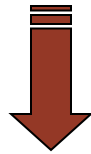# THE OREGON K-12 LITERACY FRAMEWORK: A WEB TOUR

SEARCH FOR "OREGON LITERACY" TO LOCATE THE ODE WEBSITE

Research to Support the Recommendation

Experimental Research

- Paucity of experimental research

- Strong consensus of expert opinion

43

How to Carry Out the Recommendation

44

1. **Adopt a plan that focuses on ways and means to help teachers understand that instruction to English learners must include time devoted to development of academic English. Daily academic English instruction should also be integrated into the core curriculum.**

2. **Teach academic English in the earliest grades.**

3. **Provide teachers with appropriate professional development to help them learn how to teach academic English.**

University of Oregon • College of Education • Center on Teaching and Learning

Conduct Classroom Walkthroughs Regularly and Provide Effective Feedback

Key Concepts

1. **Understand the purpose of the three types of walkthroughs.**

2. **Share with staff a rationale for the walkthrough process based on the connection between walkthroughs and student achievement.**

3. **Consistently plan time to complete the walkthrough process.**

4. **Communicate with staff about the walkthrough process before beginning to conduct walkthroughs.**

5. **Focus observations on the variables that make the greatest difference in improving student achievement.**

6. **Plan follow-up steps to ensure that identified needs are addressed.**

Professional Development Presentation

Click to play presentation.

Part 1 (12:33)

Part 2 (13:43)

Establishing the Walkthrough Process at your school will not only clarify your role as instructional leader, but also strengthen the school culture of instructional effectiveness of all staff. This presentation illustrates the importance of building trust

Apply the Concepts

Practice Activities

These practice activities are designed for group or individual study.

1. Conversations About the Walkthrough Process

2. Finding Time to Conduct Walkthroughs

3. Practice in Conducting the Walkthrough Process

4. Identifying "Look Fors" for the Walkthrough Process

Resources

These resources provide a more in-depth look at the topic.

1. Five-Minute Walkthroughs

2. Five-Minute Observation Form

3. Classroom Walkthrough Checklist

4. Classroom Walkthrough Checklist Focused on English Learners

5. Detailed "Look Fors" for Conducting Walkthroughs During Comprehensive Reading Program Instruction

4.   **Consider asking teachers to devote a specific block (or blocks) of time each day to building English learners' academic English.**

Steps for Carrying Out the Recommendation

1.	Adopt a plan to help teachers understand the need for daily academic English development.	✔
2.	Teach academic English in the earliest grades.	✔
3.	Provide teachers with appropriate professional development to help them learn how to teach academic English.	✔
4.	Consider asking teachers to devote a specific block (or blocks) of time each day to building English learners' academic English.	✔

Other Considerations

- "In the Panel's view, error correction needs to be focused on the instructional target of the lesson. If the instructional focus . . . . is on word forms such a *success, successful,* and *succeed,* teachers should ignore other errors" (p. 27).

51

Institute of Education Sciences
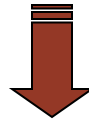*Elementary Grade English Learners Practice Guide*

Recommendation 5
Schedule Regular Peer-Assisted Learning Opportunities

Level of Evidence: *Strong*

UNIVERSITY OF OREGON

Research to Support the Recommendation

Effectiveness of regular peer-assisted learning opportunities:

- Three high-quality experiments and quasi experiments involving English learners working in pairs.

- Two additional studies involving cooperative groups of four to six students.

53

How to Carry Out the Recommendation

54

1. **Develop plans that encourage teachers to schedule about 90 minutes a week with activities in reading and language arts that entail students working in structured pair activities.**

55

2. Also consider the use of partnering for English language development instruction.

56

Steps for Carrying Out the Recommendation		
1.	Schedule about 90 minutes a week with activities in reading and language arts with students working in structured pair activities.	✔
2.	Also consider the use of partnering for English language development instruction.	✔

57

Other Considerations

- "**Peer-assisted learning is not, however, a substitute for teacher-led instruction. It is an evidence-based approach intended to replace some of the independent seat-work or round-robin type reading that students do . . .**"   **(p. 29).**

58

Other Considerations

- **Once students have learned peer-assisted instructional routines, such as how to respond to errors, the format can be used in a number of different content areas across grade levels" (p. 30).**

59

Thank you!

Resources:

http://www.ode.state.or.us/search/page/?id=2568
http://oregonliteracypd.uoregon.edu/
http://ies.ed.gov/ncee/wwc/
http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6

echaparr@uoregon.edu

Twitter - @EBISSErin

UNIVERSITY OF OREGON